

MARY BRAMLETT ELEMENTARY

301 Spruce Street
Gaffney, SC 29340

GRADES PK-5 Elementary School

ENROLLMENT 359 Students

PRINCIPAL Dr. Zara R. Barnhill 864-489-2831

SUPERINTENDENT Dr. William B. James 864-902-3500

BOARD CHAIR Ms. Ola H. Copeland 864-489-9528

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	12	55	51	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Average	N/A
2003	Below Average	Below Average	No
2004	Below Average	Below Average	Yes

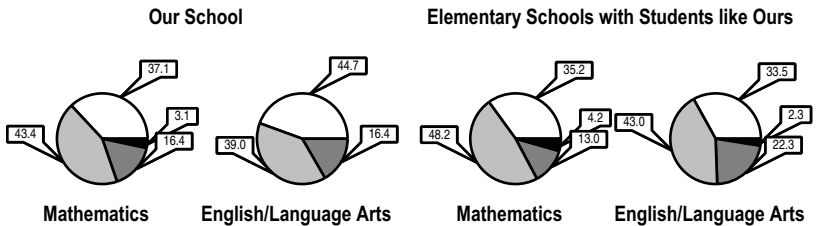
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

68.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	174	99.4	45.0	38.8	16.3	0.0	21.9	Yes	Yes
Gender									
Male	98	100.0	46.7	43.3	10.0	0.0	14.4		
Female	76	98.7	42.9	32.9	24.3	0.0	31.4		
Racial/Ethnic Group									
White	50	98.0	42.2	35.6	22.2	0.0	26.7	Yes	Yes
African-American	118	100.0	44.5	40.9	14.5	0.0	20.9	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	146	100.0	40.9	42.3	16.8	0.0	22.6		
Disabled	28	96.4	69.6	17.4	13.0	0.0	17.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	174	99.4	45.0	38.8	16.3	0.0	21.9		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	170	99.4	43.6	39.7	16.7	0.0	22.4		
Socio-Economic Status									
Subsidized meals	165	99.4	46.4	38.4	15.2	0.0	20.5	Yes	Yes
Full-pay meals	9	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	174	99.4	36.9	43.8	16.3	3.1	29.4	Yes	Yes
Gender									
Male	98	100.0	33.3	48.9	16.7	1.1	30.0		
Female	76	98.7	41.4	37.1	15.7	5.7	28.6		
Racial/Ethnic Group									
White	50	98.0	37.8	40.0	15.6	6.7	26.7	Yes	Yes
African-American	118	100.0	35.5	45.5	17.3	1.8	31.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	146	100.0	31.4	48.2	16.8	3.6	31.4		
Disabled	28	96.4	69.6	17.4	13.0	0.0	17.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	174	99.4	36.9	43.8	16.3	3.1	29.4		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	170	99.4	35.9	44.2	16.7	3.2	30.1		
Socio-Economic Status									
Subsidized meals	165	99.4	37.7	44.4	15.2	2.6	28.5	Yes	Yes
Full-pay meals	9	I/S	I/S	I/S	I/S	I/S	I/S		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	57	98.2	43.8	39.6	16.7	N/A	16.7
	Grade 4	75	100.0	49.3	40.6	10.1	N/A	10.1
	Grade 5	82	97.6	58.6	40.0	1.4	N/A	1.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	50	98.0	37.8	35.6	26.7	N/A	26.7
	Grade 4	58	100.0	42.6	42.6	14.8	N/A	14.8
	Grade 5	69	100.0	50.8	39.7	9.5	N/A	9.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	57	98.2	41.7	41.7	14.6	2.1	16.7
	Grade 4	75	100.0	36.2	36.2	15.9	11.6	27.5
	Grade 5	82	97.6	50.0	40.0	7.1	2.9	10.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	50	98.0	22.2	57.8	17.8	2.2	20.0
	Grade 4	58	100.0	40.7	33.3	22.2	3.7	25.9
	Grade 5	69	100.0	44.4	42.9	9.5	3.2	12.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 359)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.7%	N/A	3.5%	2.7%
Attendance rate	96.1%	Up from 95.7%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		5.8%	3.5%
Eligible for gifted and talented	5.1%	Up from 4.5%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.9%	Up from 5.3%	8.0%	8.2%
Older than usual for grade	1.4%	Up from 0.8%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Up from 0.8%	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	56.7%	Down from 58.8%	48.4%	51.4%
Continuing contract teachers	90.0%	Down from 94.1%	80.0%	87.5%
Highly qualified teachers**	87.5%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	3.4%		3.4%	0.0%
Teachers returning from previous year	85.2%	Up from 82.6%	82.5%	86.7%
Teacher attendance rate	95.0%	Down from 96.0%	94.7%	94.9%
Average teacher salary	\$43,163	No change	\$39,648	\$40,760
Prof. development days/teacher	13.2 days	Down from 15.7 days	13.4 days	12.4 days

School				
Principal's years at school	0.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 18.2 to 1	17.1 to 1	18.9 to 1
Prime instructional time	88.2%	Down from 89.5%	88.9%	90.0%
Dollars spent per pupil*	\$7,067	Up 9.5%	\$7,020	\$6,044
Percent of expenditures for teacher salaries*	61.3%	Down from 67.6%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 90.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	100.0%	92.0%
Highly qualified teachers in high poverty schools**	93.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Mary Bramlett Elementary School had a wonderful, successful school year. The year was full of challenges and successes.

During the 2003-2004 school year our school focused on the improvement of student academic performance, professional development activities for faculty/staff, and parent involvement. A variety of instructional methods and strategies were utilized to strengthen and expand the school's program to meet the needs of the students and teachers.

- All teachers in kindergarten through grade 3 participated in SC READS study sessions bi-monthly.
- A school-wide "Book of the Month" to integrate reading, writing, science, math, and social studies lessons was implemented.
- Students participated in the Accelerated Reading program to strengthen their reading skills.
- Teachers collaborated with the media specialist during grade-level meetings to integrate study skills, research skills, technology, and to obtain materials for classroom use on a monthly basis.
- Increased time of task provided time for students to receive enrichment for acceleration each day in mathematics by implementing the district's Elementary School Instructional Program (90 minutes)
- Implemented "Family Learning" sessions for parents of students in grade 1-5. These sessions provided home activities that integrated thinking and reasoning skills with core subjects
- Recognition Programs for Excellent were held after each grading period.
- Character Education Programs strengthened the relationships between home, school, and community.

Congratulations:

Mary Bramlett Elementary School was awarded the READING FIRST grant for two years. The grant will emphasize five components of reading: phonics, phonemic awareness, vocabulary, comprehension, and fluency.

Mrs. Ellen Parris- Teacher of the Year- 2003-2004

Mrs. Cindy Byars- Distinguished Reading Teacher- 2003-2004

Thanks to our teachers/staff, students, and parents for an excellent school year!

Dr. Zara R. Barnhill, Principal; Mrs. Rebecca McCraw, SIC chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	61	43
Percent satisfied with learning environment	96.4%	91.8%	76.7%
Percent satisfied with social and physical environment	85.7%	85.0%	76.7%
Percent satisfied with home-school relations	55.2%	83.3%	71.4%

*Only students at the highest elementary school grade level at this school and their parents were included.